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ABSTRACT

Louisiana State University in Shreveport developed an International Studies minor as a partnership between the academic disciplines of Business and Liberal Arts. The minor consists of 24 hours of coursework, including a foreign language course at the sophomore level; a course titled "Introduction to International Studies"; 9 hours of core courses from economics, English, foreign languages, geography, history, marketing, philosophy, political science, and religious studies; and 9 hours of approved electives. "Introduction to International Studies" is a survey of a variety of regions and international topics, presented primarily by guest speakers who are experts in particular areas. The course helps students develop a global perspective of historical and current events, a sensitivity to cultures other than their own, and communication skills. The course addresses culture, international business, international current events, American foreign policy, linguistics, religion, art, communication, education, technology, and social issues. Student evaluation is based on class attendance and participation, organization and content of a notebook of class materials, summaries of and reactions to class sessions, current event reports, a term paper and oral presentation, and examinations. Other new international courses and additional foreign language courses were developed, such as "Business French," "International Business Law," "International Business Communications," and "Islamic Criminal Justice Systems." (JDD)

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EASTERN MICHIGAN UNIVERSITY

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PAPERS ON INTERNATIONALIZING BUSINESS AND PROFESSIONAL EDUCATION

DEVELOPING AND IMPLEMENTING AN INTERNATIONAL STUDIES MINOR: A LIBERAL ARTS - BUSINESS ADMINISTRATION PARTNERSHIP

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MAR-23-1994 09:18 FROM TO 8313-4851980 P.07

DEVELOPING AND IMPLEMENTING AN INTERNATIONAL STUDIES MINOR: A LIBERAL ARTS - BUSINESS ADMINISTRATION PARTNERSHIP

The Development of the International Studies Minor

By the late 1980's changes were taking place in the world that were to make an implicit demand on Americans to increase their international proficiency. The decline of communism, European economic unification and an increasing demand for the free flow of people between countries were but a few of the factors that would ultimately lead to the development of a "Global Village." The need to develop a curriculum in higher education with greater international perspective was beginning to surface at both large and small institutions of higher learning throughout the nation.

Louisiana State University in Shreveport is primarily a commuter college of just over 4,000 students. It is the only four-year public university in the third largest city of Louisiana. Businesses in this area of Louisiana have become increasingly dependent on export trade and this is one of the many factors that led to the development of an International Studies program at LSUS.

During the Spring of 1991 an International Studies Committee began to meet in order to formulate plans for an International Studies minor. Composed of representatives from each college of the university, the Office of Academic Affairs and the Career and Placement Center, the Committee began to develop a minor that would 1) expose students to a global perspective across the curriculum 2) provide a foundation course for students who chose to minor in International Studies 3) encourage students to become more attuned to a worldwide context as they prepared for life and work in an increasingly interdependent world.

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MAR-23-1994 09:18 FROM TO 8313-4851980 P.03

Although all university colleges were represented, it was clear that this new program would require a partnership between the academic disciplines of Business and Liberal Arts. For that reason, Dr. Lorraine Krajewski, an Associate Professor of Business Communications, and Joe Patrick, an Assistant Professor of Foreign Language, carefully selected members from the College of Business Administration and the College of Liberal Arts who were seriously interested in the International Studies project. Because of their interest and support, the Dean of Business and the Dean of Liberal Arts were also appointed to the committee.

With the committee in place, Professors Krajewski and Patrick immediately began work to develop an International Studies minor curriculum from existing university courses. The goal was to develop a curriculum that would be flexible but challenging for Business and Liberal Arts students. Each committee member's expertise in his or her discipline was important for the selection of relevant courses with international content.

The committee determined that the minor would consist of twenty-four hours coursework. Of these 24 hours, a foreign language course at the 200 (sophomore) level would be required. The next step was to develop a unique core course that would be required of all students who pursue the International Studies minor. The chosen course title was Introduction to International Studies, and it was decided that the course would be a 200-level offering. The following task was to select a number of the most significant courses with international content for a nine-hour core. Core courses were chosen from Economics, English, Foreign Languages, Geography, History, Marketing, Philosophy, Political Science and Religious Studies.

The Approved Electives category was developed as a flexible component in order to develop an international perspective in a variety of disciplines. The nine hours of electives were

MAR-23-1994 09:19 FROM TO 8313-4851980 P.04

to be chosen from a lengthy list of Business and Liberal Arts courses in at least two disciplines. In addition, relevant foreign study and transfer credit could also apply.

The International Studies committee decided that no course that was taken in the major concentration would be allowed to be credited in the International Studies minor. However, it was decided that if a student had more than enough credits in his major discipline, he would be allowed to use those hours (if applicable) in the International Studies minor.

The minor's inception was Fall 1992; and by the end of the Spring 1993 semester, two students had completed the requirements for the International Studies minor. One was a bilingual Marketing major from the College of Business Administration and the other was a French major from the College of Liberal Arts.

That same semester the College of Business Administration received accreditation from The American Assembly of Collegiate Schools of Business. The evaluation applauded the international efforts of the College of Business Administration and gave special praise to the unique approach to the course International Studies 250, Introduction to International Studies.

Because of the success of the initial efforts and because of the dramatic nationwide realization that International Studies was quickly becoming a prerequisite to working in the Global Village of the 21st Century, Dr. Krajewski and I applied for a grant for the Enhancement of International Studies and Foreign Languages from the U.S. Department of Education. The thrust of the grant was to provide Japanese and Russian language instruction and courses in Business French and Business Spanish. Dr. Krajewski and I were very fortunate to have our grant funded and further enhance our efforts to create an international academic environment on our campus.

MAR-23-1994 09:20 FROM TO 8313-4851980 P.05

In addition to these new courses that were provided by the grant funding, many new international courses have been developed in both Business and Liberal Arts. Criminal Justice 390 Islamic Criminal Justice Systems has been offered this semester for the first time and is enjoying a successful enrollment. New courses from the College of Business include International Business Law and International Business Communications. Before this semester is over the International Studies Committee will draw up a recommendation for a Bachelors Degree in International Studies. We hope to continue to build an exciting international program that will fulfill our students' needs as they enter the global community of the next century.

The Introduction to International Studies Course

A unique part of the International Studies minor is a required 3-credit hour course: **Introduction to International Studies.** The course is a survey of a variety of international topics. I will discuss the structure, objectives, content, and assignments of this interdisciplinary course, which is listed in the catalog as INTL 250.

Structure of INTL 250

International Studies 250 is a cooperative effort between the Colleges of Liberal Arts and Business. For paperwork purposes it was listed as a Liberal Arts course when it was approved by the University Courses & Curricula Committee, for no university mechanism exists for two colleges to show "ownership" on the official forms.

However, the course is coordinated by a College of Business faculty member who has been involved with the development of the International Studies minor and the introductory course from their inception. I am that individual.

MAR-23-1994 09:20 FROM TO 8313-4851980 P.06

I emphasize that I am the **coordinator** of INTL 250, for I do not present all the lectures. Rather, individuals who are experts in the particular areas we cover present the material for their topics. They do so because they enjoy showcasing their disciplines for students; they receive no monetary compensation.

The topics include geography, anthropology, politics, diplomacy, law, business, education, religion, art, music, linguistics, literature, and my academic discipline, communication. In addition to surveying specific topics, we also survey various regions, such as Russia, Latin America, and Asia. I will explain in more detail our approach to the course material later in this presentation.

We initially offered one section of INTL 250, on Monday and Wednesday from noon until 1:15. We limited enrollment to 25 students, and the first time the course was offered, in Fall 1992, 20 students enrolled. The class was full in the Spring 1993 semester, and it continues to be. Because of the Department of Education grant that was awarded for the 1993-94 academic year, we added a night section in Fall 1993 and Spring 1994.

One contributing factor to the demand for INTL 250 is a College of Business requirement that its students complete 6 hours of coursework in classes that are international in content. Originally, the College required students to take INTL 250 and one other course. This requirement has placed too great a demand on 250; and we do not have the personnel to offer more than two sections a semester. Therefore, the College has now dropped the **requiring** of 250; but 250 is still **highly recommended**. The six hours of international coursework is still a requirement, though.

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Until the Spring 1994 semester, I was the only faculty member teaching INTL 250. Because of the need for offering a night section, a foreign language faculty member, Dr. Megan Conway, was recruited to become involved in teaching 250. She has shown great interest in and enthusiasm for the course, and her joining our interdisciplinary team of international studies faculty is one more addition to our Business - Liberal Arts partnership.

Objectives of INTL 250

Simply stated, the purpose of International Studies 250 is to help students develop a global perspective of historical and current events. The course is a survey course; therefore, students gain an overview of topics and world regions. We do not cover any topics in depth; rather, we encourage students to select additional international courses based on their interest in the topics we have surveyed.

A second objective of the course is to help students develop a sensitivity to cultures other than their own. The theme of cultural differences and similarities runs throughout the course. In addition, students are required to interview a person from another country as part of their term paper; thus, they are experiencing first-hand a cross-cultural interaction.

A third objective of the course is to help students develop their communication skills, particularly their ability to write clearly and concisely. I will discuss the course assignments later in this presentation.

Content of INTL 250

Introduction to International Studies is a semester course; therefore, we usually have 15 weeks of instruction. The first week is an overview of the course and opportunities for students to become acquainted. We also have an introductory discussion of culture and its relationship to

MAR-23-1994 09:22 FROM TO 8313-4851980 P.08

international business. We discuss countries where I and the students have traveled, and we share some of our travel stories.

The second week begins our guest lecturers' appearances. The manager of international business for the Shreveport Chamber of Commerce is usually the first speaker. He discusses the work of the Chamber in promoting international commerce and trade and focuses on the area businesses that are doing business internationally. Students find this part of Mr. Purgerson's presentation particularly interesting; most of them have never thought of our area as being involved in international business.

The next lecturer is usually Dr. John Hall, a geographer and anthropologist who presents two lecturers about his disciplines.

The professor who follows him is a political scientist who discusses the world views of realism and idealism in his first lecture. In his second lecture some international current events are analyzed using the two paradigms.

Our next lecturer is usually the Dean of the College of Liberal Arts. She discusses American diplomacy and then involves the students in a discussion of some key current issues. This semester the issues were Bosnia, North Korea, and Somalia. This discussion was particularly timely this semester, for the following week Robert Oakley, President Clinton's special envoy to Somalia, spoke on campus.

International business is discussed by me or by another business faculty. We usually show a video about Kentucky Fried Chicken entering the Japanese market or McDonalds in Moscow.

MAR-23-1994 09:22 FROM TO 8313-4851980 P.09

One lecture on linguistics and one on literature are presented by an English professor. The literary works vary each semester; this semester The Story of Dierdre, an Irish work, and a poem by Confucius were studied.

The topic of religion has been approached in a number of ways. One semester I had a Moslem from Algeria discuss Islam. Another time I had a Presbyterian minister discuss the ecumenical movement. One semester I presented an overview of Islam, Buddhism, and Hinduism. Another semester a visiting Fulbright scholar from India discussed Hinduism. This semester a Unitarian minister who understands many religions will be the guest lecturer.

Slide lectures about Islamic art, African art, and Oriental art have been presented by an art professor. This semester we are trying something different: the art of Japan will be discussed, along with the music of Japan. This is the first time we are having the music professor as a guest lecturer.

Other topics often included that I present, depending on the time available, are communication (integrated into my discussions of culture), education, technology, and social issues (such as the role of women, family structure and family planning, and infanticide).

In addition to topics, we also look at regions and countries. These vary from semester to semester, depending on faculty expertise, the availability of visiting scholars, recent experiences of area businesspeople, and the current attention being paid to particular countries.

For example, this semester we had a visiting Fulbright scholar from Slovenia. She is an economist and served as an advisor to the Slovenian government in its transition to a market economy.

MAR-23-1994 09:23 FROM TO 8313-4851980 P.10

We have focused on Russia; one of our business faculty has traveled there twice in the past two years. We also had a lawyer from Russia speak to the class while she was in Shreveport.

One of our finance professors is from Taiwan, and he gives an excellent presentation about Taiwan's economic success. I also have focused on East Asia, using a video and what I learned and experienced from my June 1993 trip to Japan, Hong Kong, Singapore, and China, when I was studying international business with a group of business professors.

Central and South America are discussed by a faculty member who had been a Fulbright scholar in that region. In his two lectures he focuses on the legacy of colonialism and the role of the Catholic Church in revolution and social change.

Indonesia will be discussed beginning in Fall 1994. I have been awarded a Fulbright fellowship to study the history and contemporary issues of Indonesia this summer, and my curriculum project is the development of a unit on Indonesia.

Interspersed throughout the semester, in what I tell the students is "our time together," are class periods devoted to the following tasks:

1. Discussion of the weekly report assignments
2. Discussion of the term paper assignment
3. Synthesis of material presented by the guest lecturers
4. Midterm examination and feedback
5. Course evaluation

One other activity that is conducted toward the end of the semester is a simulation activity. Until this semester we used Barnga, a card game. We recently purchased BaFaBaFa and will use it this semester, perhaps as the final examination.

MAR-23-1994 09:24 FROM TO 8313-4851 P.11

Assignments for INTL 250

Because of the nature of International Studies 250, students need to attend all classes. We do have a textbook, The Cultural Environment of International Business by Terpstra and David, but it is merely supplemental to the lectures.

Students are required to keep an International Studies notebook that contains their reports, class notes, and handouts. At midterm I collect these notebooks and evaluate the organization and content.

Attendance, preparation, and participation are 20 percent of the final course grade.

The second component of the course grade are class summary reports. For each guest lecturer, students submit a typed report that has two parts: summary and reaction. In the reaction, students present their thoughts and feelings about the topic; it is somewhat of a journal. The summary reports are due each Monday for the previous week's material. These reports are 20 percent of the final course grade.

The third component of the course grade are current event reports. Each Monday students submit a one-page report that summarizes an international current event that was reported in print during the preceding week. They also present their reaction to the event. Usually eight to ten reports are prepared during the semester, and they are 20 percent of the final course grade.

The fourth component is a term paper, which I call the "country/interview report." Students select a country and do background research on it. They next interview someone from that country, using questions that I developed for them, supplemented with their own questions. They then prepare a report that is approximately 20 typed pages, half of which contains their

MAR-23-1994 09:24 FROM TO 8313-489 360 P.12

background research and half of which presents what they learned about the culture from their interview.

In addition to the written report, students give a five-minute presentation to the class, in which they highlight what they consider to be the most interesting information learned from the interview.

The term paper and oral report are 20 percent of the final course grade, with the written paper worth 15 percent.

The last grading component is examinations. The midterm is worth 10 percent. It is an essay exam, and students use their notebooks as a reference in preparing their answers. The final examination is also worth 10 percent of the final grade; and students may use their notebooks for it, also.

The grading criteria have evolved over the four semesters since the course's inception. The first semester of the course's existence, exams were weighted heavily; and I have gradually reduced the emphasis on exams so that attendance and the written reports are equally important as exams. However, my thinking at this time is that perhaps too much written work is required. Beginning with the Fall 1994 semester, the approach to current events might be changed.

Summary

Introduction to International Studies 250 is a unique interdisciplinary course that has surpassed our enrollment expectations. Student feedback has been positive, and the course continues to evolve. Its success is in great part due to the willingness of faculty and outside speakers to participate in helping our students develop an understanding of the world outside Shreveport, Louisiana.

MAR-23-1994 09:25 FROM TO 8313-4851980 P.13

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BIOGRAPHICAL SKETCH OF LORRAINE A. KRAJEWSKI, Ph.D.

Dr. Lorraine A. Krajewski is an Associate Professor of Business Communication in the College of Business at Louisiana State University in Shreveport. She earned her Bachelor's degree at Montclair State College and her Master's and Ph.D. degrees at Arizona State University.

Dr. Krajewski teaches undergraduate and graduate courses in managerial communication, international business communication, and international studies. She is also coordinator of International Studies for the College of Business and is co-director of a grant from the U.S. Department of Education for foreign language and international studies curriculum development.

Dr. Krajewski is vice-president of the Louisiana State University Faculty Senate and serves on five university committees. She is a member of the Association for Business Communication; the Association for International Business; and the International Society for Intercultural Education, Training, and Research.

Dr. Krajewski has traveled in 18 countries on 4 continents, with her most recent experience being in Japan, Hong Kong, China, and Singapore in June 1993, when she studied international business with a group of business professors. She has been awarded a Fulbright fellowship to study in Indonesia this summer, where she will develop curriculum materials for her international courses.

MAR-23-1994 09:26 FROM TO 8313-4851980 P.14

BIOGRAPHICAL SKETCH OF JOE PATRICK

Joe Patrick is a native of El Reno, Oklahoma and earned his Masters degree in Spanish from Stephen F. Austin State University. He lived in France for two years and has traveled extensively in Europe and Mexico. Mr. Patrick has taught Spanish and French at Louisiana State University in Shreveport since 1969. While there he has been Acting Chair of Foreign Languages and is currently Foreign Language Coordinator of the Department of Fine Arts, Foreign Languages and Humanities. In 1990 he became Chair of the newly established International Studies Committee that developed the undergraduate minor in International Studies. In addition, he serves as Coordinator for International Studies in the College of Liberal Arts.